

## Module Five:

**Putting into practice  
the Simple View of Reading and  
'Two-pronged systematic and  
incidental phonics teaching'**

# Module Five: Part 1

## a) Putting into practice the Simple View of Reading

To understand how to use the *Simple View of Reading* diagram to generate thoughts and professional conversations based on the reading profile of learners (individual, group, whole class, mainstream, intervention) taking various factors into account: (*factors listed on next slide*)

# Module Five: Part 1 continued

## a) Putting into practice the Simple View of Reading

- age of the learner/s
- spoken language/s of the learner (is English the mother tongue?)
- factors *clearly* affecting learning/reading
- factors *possibly* affecting learning/reading
- supporting planning moving forwards
- plotting progress over time

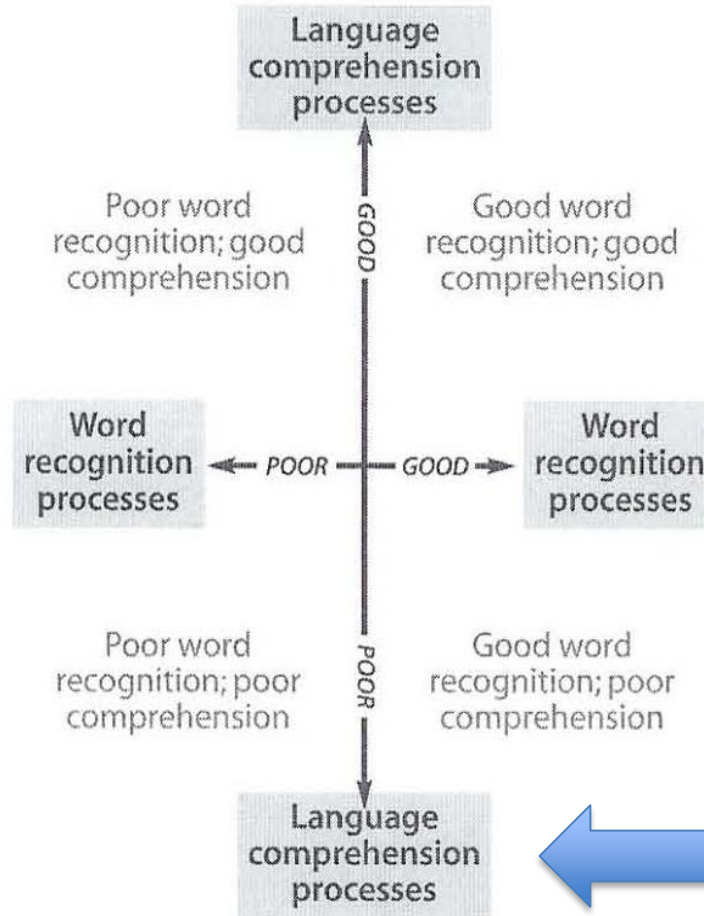
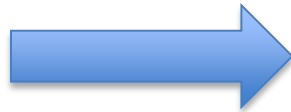
## Module Five: Part 1 continued

### a) Putting into practice the Simple View of Reading

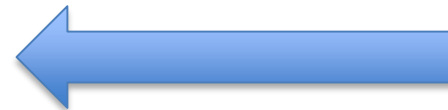
To consider how the same principles of *technical* knowledge and skills, and *higher-order* knowledge and skills, can be applied to a *Simple View of Writing* diagram

# Simple View of Reading

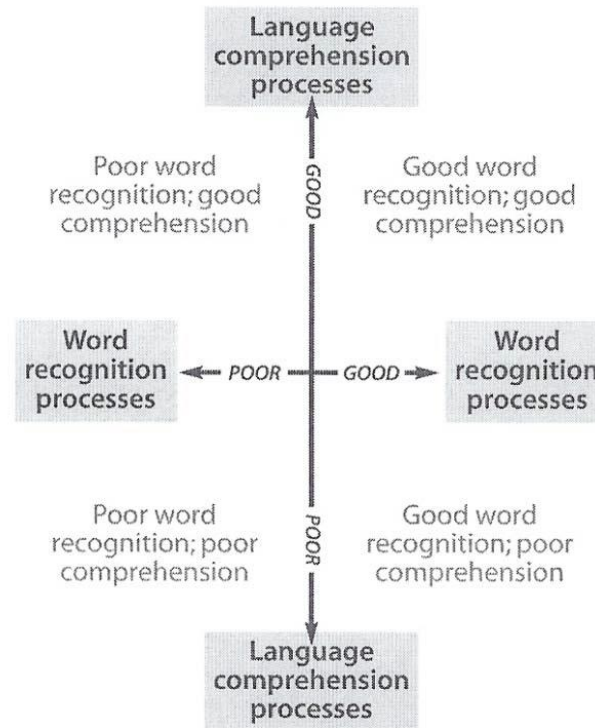
**1<sup>st</sup>** What is the word?



**2<sup>nd</sup>** What does the word mean?



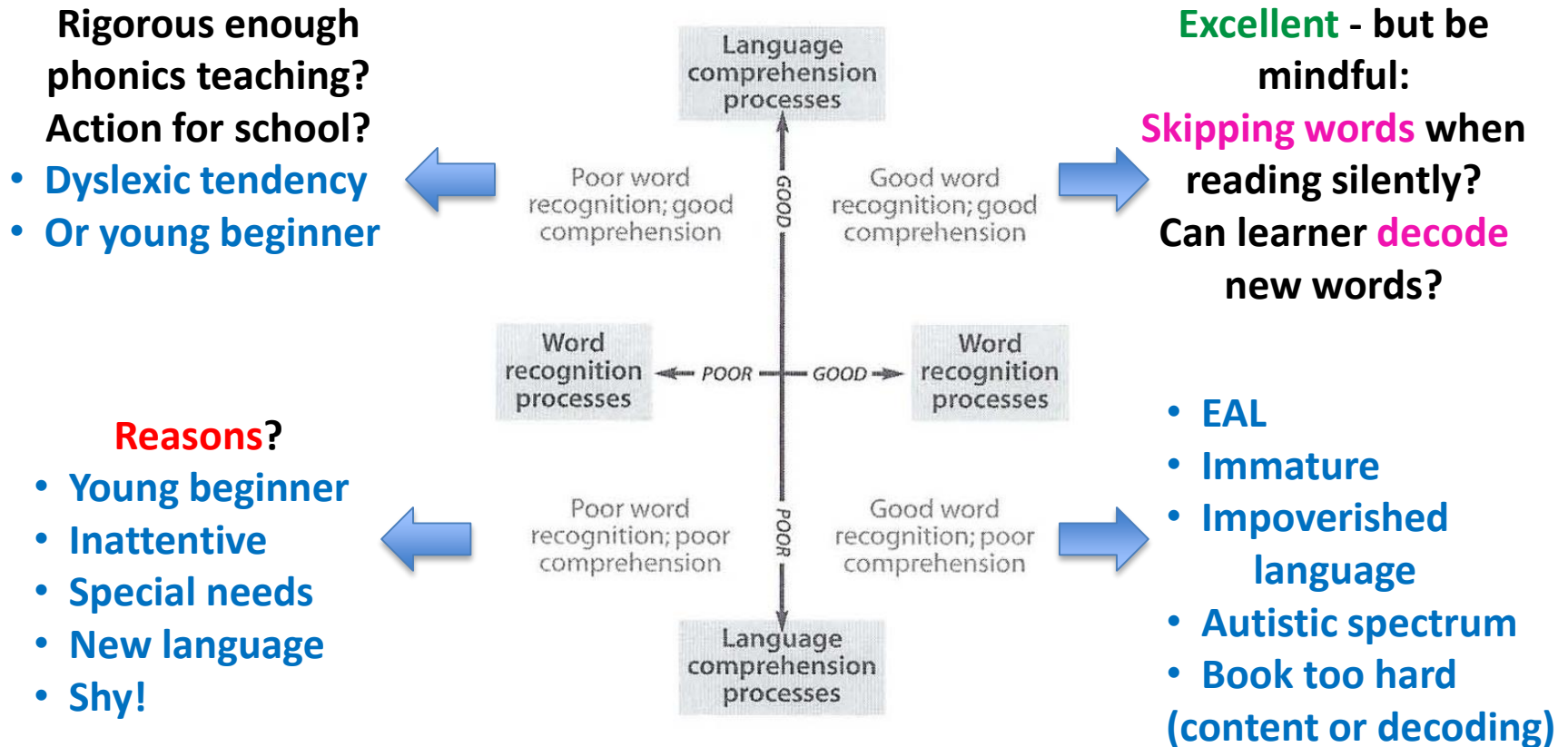
# Simple View of Reading



**Place two pupils with different reading profiles in the quadrants.  
If a pupil has two languages, plot for each language separately.  
Note the ages of the pupils – and track over time.**

# Simple View of Reading

In broad terms, is there a pattern in the class/school?



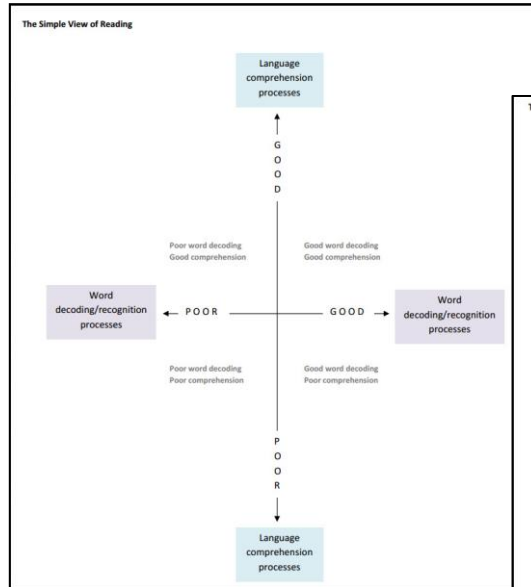
# Simple View of Reading

- Illustrates the **two main processes** for reading which informs teachers' professional understanding
- **Generates collegial conversations** about specific learners
- Provides a very **useful practical resource** for identifying reading profiles and analysing them (note factors); for planning provision and tracking progress over time (useful for individuals, groups and whole classes)
- **Supports parents** in understanding the huge importance of masses of **talk to develop language comprehension**, the importance of **sharing books** for **building up knowledge and understanding of the world** which underpins reading progress, and the benefits of cumulative, decodable books for **independent reading practice** and **increasing fluency**

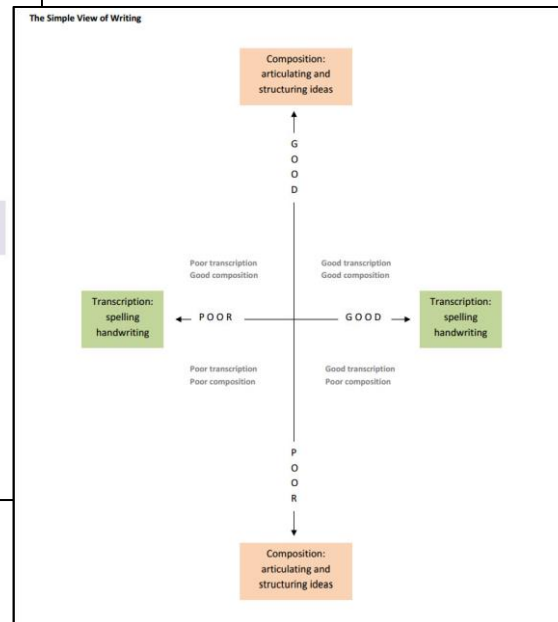


# Simple View of Reading

## plus Simple View of Writing



2 page pdf resource



Free Resources page at [www.phonicsinternational.com](http://www.phonicsinternational.com)